"Effect of Parental Time and Monetary Investment on Adolescent's Well-Being"

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Section- I: Introduction

Parents are the caregiver or caretaker of their offspring. Parents are the ones who show genuine love to their child. Children can expect unconditional love only from their mother and father **Ranga (2014).** Mother and father are the biological parents who give birth to a child by conception except in very few cases; they shared contribution to raise child into an adolescent and further to an adult. It is only the parents who are morally, socially and legally supposed to rear and up bring the child to transform him or her into a responsible and complete adult human being. Universally, parents take great care in upbringing their children. They are the ones who help the child to overcome their negative attributes and insufficiency. It is also seen in many researches that a child with good parenting rarely fails in life.

Parents play a key role in the success of children's life. Parents give many things to the offspring and they are directly involved in their development. In the absence of effective parenting, it would be very rare to develop in a complete adolescent and an adult. Parents are often the primary source for developing a sense of self-worth and learning in effective ways of exercising personal control. Parents remain the most influential adults in children's life. **Airon (2016)** stated that children who have parental support are likely to have better health as adults. Children with involved parents tend to earn higher grades and have better social skills. Moreover, children are more likely to be socially competent and have good communication skills when they have parents who are sensitive to their needs and emotions. Teens that are monitored by parents are less likely to smoke, drink and use drugs.

Child rearing or parenting is a process of promoting and supporting the physical, emotional, social and intellectual development of a child. Parenting is an art as well as a science, usually done by the biological parents of the child. Overall parenting is considered as a complex task which is the mix of multiple variables. Therefore, parents play a very vital role in children's life.

1.1 Parental roles towards their adolescents:

Parents perform an irreplaceable role in the lives of the adolescents. According to **Ntitika (2014)** the role that parents play in the upbringing of a child is very important. Children look up-to their parents for guidance, protection and motivation to live a great life. **Kuperminc et al. (2008)** described parental time, energy and money resources as an important tool for overall development of their child. The relationship that parents share with their children has great impacts on them throughout the life. The benefits of parental involvement are manifold, they influence health and development, academic progress and life choices as well as positively impacts on a child's physical, mental and emotional wellbeing. **Jeynes (2007)** stated that parental involvement is very vital for academic success and well-being of adolescents. Moreover, when parents get involved, they make a contribution to the behavior, emotional development, social skills, even raised school attendance and the well-being of the adolescents **(Pelletier & Brent, 2002).**

Bakker et al. (2007) discerned three types of parental involvements including parents' behavior towards the activities with their child at home, parent's participation in schools and communication between parents and schools. According to **Erickson (2004)** five dimensions of parental involvement includes; supporting children as students, helping in the homework, communicating with the school, volunteering at school and participation in school decision making. **Lee et al. (2006)** identified the determinants of parental involvement such as parent's basic obligations for establishing learning environment at home, parent-school communications about children progress, participation and volunteering at school activities, parent involvement in schools decision making and parent collaboration with community organizations that increases children's learning opportunities.

1.2 Developmental Stages of Adolescence:

Adolescence is the period of human growth that occurs between childhood and adulthood, the **United Nations Population Fund (UNFPA, 2013)** defined adolescents as being between the

ages of 10 to 19, which is similar to the definition given by **World Health Organization (WHO, 2010) "**adolescence begins at around age 10 and ends around age 19". According to **Lloyd (2005)** adolescence is a period of life with specific health, developmental needs and rights. Adolescence is a time of preparation for the adult roles of worker, citizens, community participant, spouse, parent, and household manager. During this stage in the life cycle, a young child's social, economic, legal and political status is transformed to adulthood, through this stage adolescent is also exposed to number of risks. It is also a time to develop knowledge and skills, learn to manage emotions, relationships and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles in future **(Proimos & Klein, 2012).** According to **United Nations (2012)** the world is home to 1.2 billion individuals aged 10–19 years. Adolescents aged between 10 to 19 years account for more than one-fifth of the world's population. India has the largest national population of adolescents (243 million), followed by China (207 million), United States (44 million), Indonesia and Pakistan (41 million)**.** According to **Schwartz et al. (2005)** adolescence is a time when both positive and negative developmental trajectories begin to take shape. Positive outcomes, such as the formation of a coherent sense of identity, begin to appear prominently during the adolescent years. On the other hand, behavior problems also tend to appear and increase during adolescence. The period of adolescence can be broken down into early adolescence, middle adolescence and late adolescence. Early adolescence is the first stage and occurs from ages 10 to 13 years, second stage is middle adolescence that occurs from ages 14 to 16. Finally, the third stage of adolescent's development is late adolescence that encompasses the latter part of the teenage years broadly between the ages 17 and 19. There is no doubt that the addition of a child to a family requires adjustments in the way that family allocates both its income and time. Parental involvement, in other words is parent's investments and interactions with their children to promote their overall well-being. Therefore, parental involvement is essential in the development of adolescent's life.

Section- II: Background and Conceptual Framework

2.1 Overview of Parental Investment on Adolescents:

Parental investment is apparently expenditure of time, energy and money that benefits offspring. Parental investment performed by both mother and father is called parental care. Traditionally, school based and home-based involvements are the distinct categories of parental investments **(Hill & Tyson, 2009)**. Parents invest in their children by allocating time and monetary resources in improving children's skills, health, consumption, and education **(Jeanne et al., 2002).** Child requires more investment in the form of time and money by parents **Kornrich and Furstenberg (2012)**. According to **Quilan (2007),** parental investment can differ between men and women, partially due to biological differences, both invest, whether direct or indirectly. Direct investment includes activities like feeding, holding on the lap, transmitting knowledge, keeping clean. On the other hand, indirect investment involves guaranteeing the resources needed for survival, protection of the offspring and supporting the partner who is more involved in care. Despite historical changes, in many cultures, in general mothers remain responsible for direct parental care, while fathers continues to be responsible for gaining resources to maintain the family. Thus, expenditures on child-specific goods and services are a form of investment in children and as such they are important for children's attainments, **Banderio and Moura (2012)** categories six type of parental investments which are:-

- **Investment in basic care** concerns with primary care, including: taking to the doctor, keeping clean, feeding, protecting and putting to sleep.
- **Emotional Investment** presents when raising a child and covers the full range of affective involvement.
- **Social- Spiritual Investment** involves aspects related to contact with other people, living in society, the importance of knowing how to behave, of having moral values and a religious belief.

- **Intellectual Investment** concerns with the child's cognitive development, involves answers like how to seek a good school, investment for the child to progress in life, through course participation, stimulation and encouragement of reading.
- **Financial Investment** related to savings, financial planning when one has children and the expenses involved.
- **Family-personal Investment** is an investment in the parents, in the family, in the family environment offered to the child and importance of family participants, of the parents' well-being.

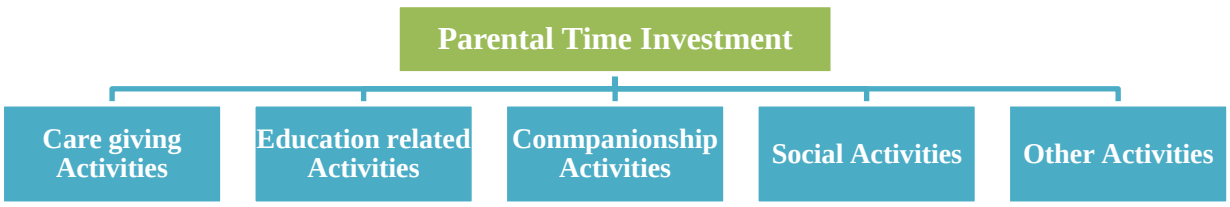
According to **Bianchi et al. (2006)** parents invest in their children by spending time with them doing an array of activities and by bestowing material resources on their children that are aimed at promoting the health and well-being of their offspring. Furthermore, parents contribute or detract from their ability to make investments in rearing children to successful adulthood by how well they take care of themselves. **Hill and Tyson (2009)** has identified a generally positive association between parents' engagement in their children's education and students' outcomes. Similarly, **Brown et al. (2011)** stated that efforts to improve student's outcomes can be more effective when the family is involved. **Huang and Mason, (2008)** suggests that parents' attitude, along with their behavior and activities with regard to their children's education, do affect academic achievement in a positive way. Parental Investment is as individual right, responsibility and a social need, **Martin et al. (2015)** considered parental investment as an active participation of parents in all aspects of their children's social, emotional and academic development. Parents face a number of decisions that involve time with their children and providing them with material resources **Price (2008)**.

2.2 Parental Time Investment on Adolescents:

Time is the only resource which is equally distributed to all people in the world. Everyone has 24 hours of time in a day. Time is a very important resource because it is used to carry out whatever needs to be done by individuals and families. Within homes, generally time is used by parents to carry out tasks that provide for each other's need and their children to enhance their

living conditions. According to **Stafford and Yeung, (2005)** the quantity of child care time is generally assumed to be decisive for children's well-being and skill development. Parental involvement in their children's lives can have lasting impact on well-being of child. More involved parents convey to their children that they are interested in their development and well-being. Parents allocate time and money to their children so as to maximize the child outcomes subject to the constraints of income, time, and technology **(Zick et al., 2001).** According to **Andersen and Bonke (2007)** the intensity of time hours spent with children may be generally beneficial for their well-being, but is not necessarily a reliable indicator of investment in the sense of nurturing children's learning abilities and skills. According to **Bianchi et al. (2006)** parental time is considered as routine (custodial) activities (medical care of children, travel associated with child care activities, other child care) and interactive and enriching activities (helping or teaching children, talking & reading to them, and indoor or outdoor playtime). **Stafford and Yeung (2005)** defined developmental care as parental involvement in children's intellectual, physical and social development, while non-developmental care are categorized as care giving, play and companionship activities, achievement related activities and social activities. Parental time investment is directly related to the overall development of the children. **Ellington (2011)** suggests that spending parental time together should promote stimulating environments, which can facilitate young children's positive development.

For the present study, parental time investment pattern with their adolescents will be measured by using the following activities or dimensions:



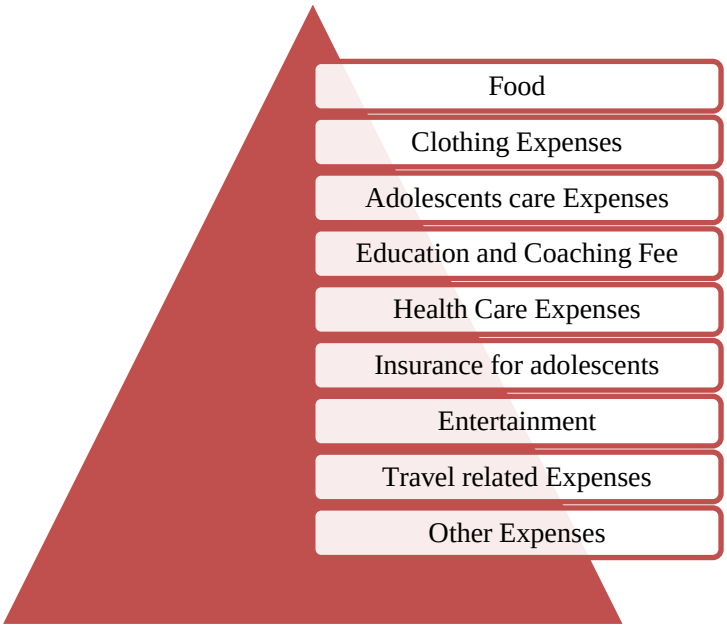
Source: ATUS 2016

Figure2.2: Dimensions of Parental Time Investment on the Adolescents

2.3 Parental Monetary Investment on Adolescents:

Time unit spent with children is not the only form of parental investment. Parents have to spend on their children by allocating money also to provide care for the child, including necessities, goods and services that are required for their survival and development. According to **Pugh (2009)** children requires more funds for their food, clothing, education, and health care. Furthermore, parents often supply children with cash, especially younger children who are unable to seek employment. Despite these many different ways in which parents pay for their children. **Lino (2015)** categorized various expenditures such as housing, food, transportation, clothing, health care, child care, education and miscellaneous expenses that are spend by parents on their children. Indeed, it is most probable that differences in monetary expenditure that make up much of the advantage conferred by parents with more income and education. Among all the resources that are available to the family, the most important one is money.

For the present study, parental monetary investment on their adolescents will be measured by using the following variables:



Source: Betson, D.M. (2010); USDA 2011-2015.

Figure2.3: Variables of Parental Monetary Investment on the Adolescents

2.4 Factors Affecting Parental Investment:

Children's participation in social life and contacts strongly depend on the time parents can spend with them. **Wust and Volkert (2012)** noticed that some factors that may affect children's well-being such as household income level, parents' educational levels, parents' working time in the market, and parents' working time devoted to care activities. The study reported evidences that, on the negative side, the loss of parental time with the children has a negative impact on certain measurements of the children's well-being (e.g. socio-emotional adjustment and cognitive outcomes), while on the positive side, the additional labor income has positive implications in the expenditure on goods consumed by the children **(Bernal, 2008).** Mothers have a greater impact on their children's educational achievement than fathers. Therefore, the researcher states that mother is becoming stronger academic role models for their children **Roberts (2010)**. On the other hand, According to **Lamb (2000)** the level of father involvement is associated with the father's ability to provide the family's financial support, fulfilling the provider role is an essential element of being a "good" father and is perceived by fathers to be important in affecting the child's physical, mental and emotional well-being.

According to related literatures, various factors influencing parental involvement are parents' gender, parents' educational background, parents' mutual understanding, knowledge about curriculum, availability of time, language, parents' income level, family structure, parenting style, parents' own parental involvement, child's age and gender, culture, school staff attitudes and environment, school demands (certain or uncertain for parents), child's achievement level, means of transportation.

2.5 Wellbeing of the Adolescents:

The **New Economic Foundation (NEF, 2004)** described well-being as the dynamic process that gives people a sense of how their lives are going, through the interaction between their circumstances, activities and psychological resources or 'mental capital'. **Dodge et al. (2012)** used well-being as all-encompassing concepts to describe the quality of people's lives. **Allin (2007)**

defines well-being as happiness, quality of life, and life satisfaction. **World Health Organization (WHO, 2010)** defines well-being as the realization of one's physical, emotional, social, mental and spiritual potential.

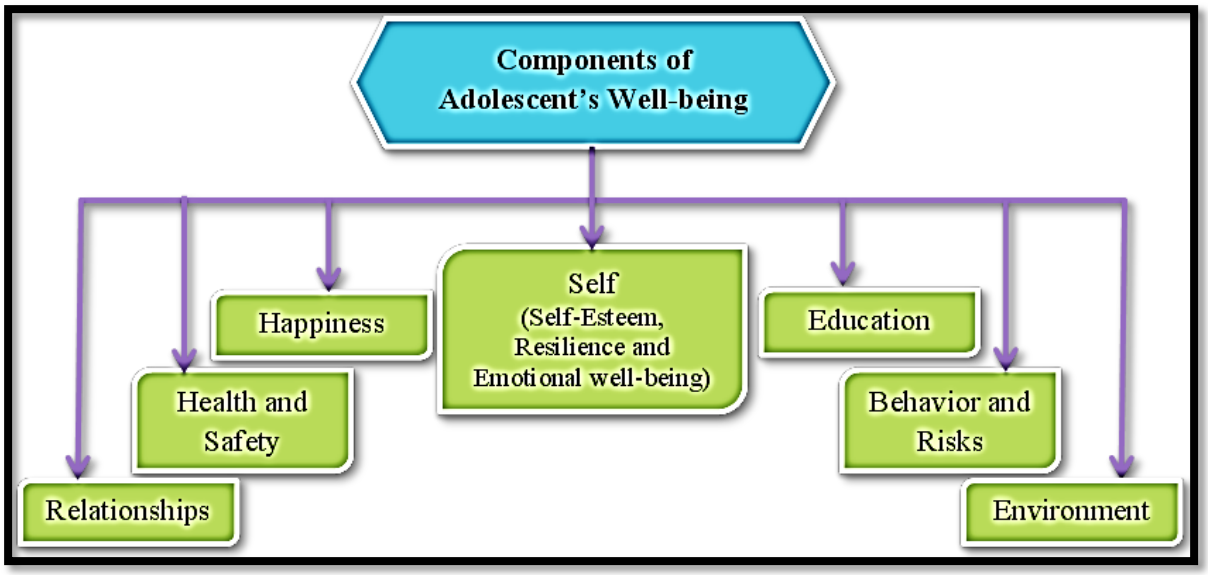
World Bank (2011) has defined quality of life in terms of people's (e.g., individual, group and nation) overall wellbeing, which includes material wellbeing as well as intangible components such as the quality of the environment, national security, personal safety, and political and economic freedoms. **Di Tommaso (2007)** endorsed about Indian children, a list of seven capabilities such as life, imagination and thought, leisure and play activities, emotions and social interaction, bodily health, bodily integrity and senses as the well-being of the adolescents.

2.6 Components of Adolescent's Wellbeing:

Well-being refers to the quality of people's lives, **Abdallah et al. (2014)** stated that there are two principle ways of measuring well-being i.e. objectively, based on indicators about people's lives and subjectively, using people's own assessment of their lives. **UNICEF (2009)** described seven dimensions of adolescent well-being including health status, environment for identity and equity, protections, educational opportunity and performance, increased access to supportive services & relationships, socio- economic opportunity and increased participation. Furthermore, **(UNICEF, 2011)** overall well-being of adolescents is further categorized in five dimensions including material well-being, health and safety, educational well-being, behavioral risk, housing and environment. On the other hand, **Organization for Economic Cooperation and Development (OECD, 2009)** defined adolescent's well-being in six domains such as, material well-being, housing and environment, educational well-being, health and safety, risk behaviors and quality of school life. According to **NEF (2004)** curiosity, enthusiasm, exploration, commitment, creative challenge and meaningfulness are the indictors of overall adolescent's well-being. **Rees et al. (2009)** also identified the several measures of adolescent well-being such as safety and stability, freedom, love, care and support, fairness, respect and participation. **Samman (2007)** describes adolescent's well-being as subjective well-being (hedonic) including happiness, life satisfaction,

positive- negative affect and psychological well-being (eudaimonic) including sense of purpose or meaning, personal growth. **Pollard and Lee (2003)** used physical, psychological, cognitive, social and economic measures to assessing well-being of adolescents. In **2014, the Office for National Statistics** (**ONS)** considered adolescent well-being as having good relationships with parents and friends, security, being physically active and having enough money. **O'Hare et al. (2012)** combined national data from Child Well-Being Index (CWI) developed to measure overall well-being of USA adolescents through seven domains i.e. family economic well-being, health, safe/risky behavior, educational attainment, community engagement, social relationships and emotional/spiritual well-being. **Nevill (2009)** described six measures of adolescent's well-being such as self-esteem, resilience, emotional well-being, peer and family relationships, satisfaction with school and local community environment and global measure of well-being.

For the present study, adolescent's well-being will be measured by using the following components:



Source: UNCEF (2011) & Nevill (2009)

Figure2.6: Components of Adolescent's Well-being

Section III

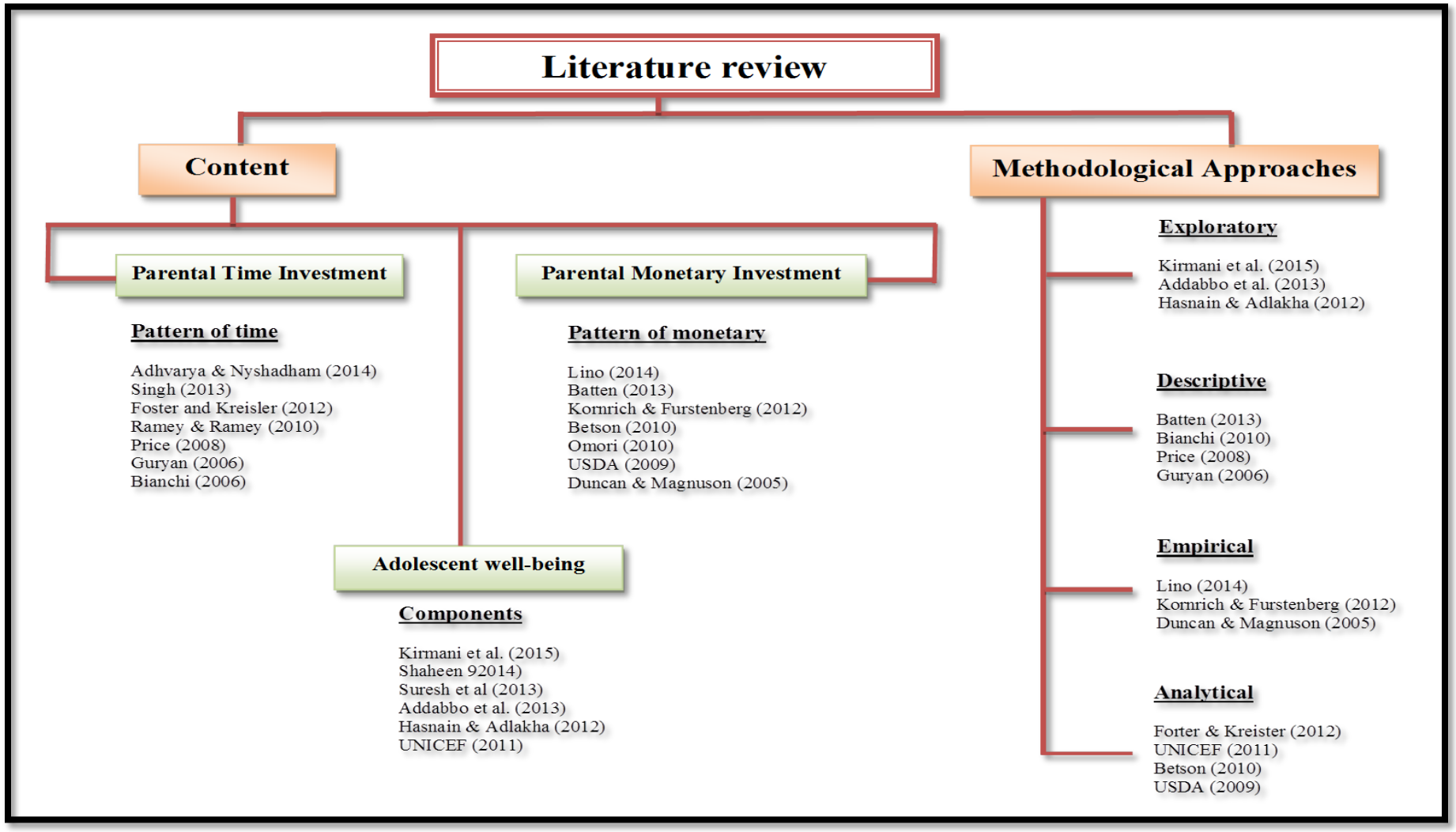


Figure 3.1: Review of Literature based on content and methodological Approaches

3.1Parental Time Investment on adolescents:

According to **Lezin et al. (2004),** parents need and crave time with children to shape hopes, dreams, values and expectations. The researcher further said that the challenges increases for parents as their children move through adolescents.

Warner (2006) stated that mother's time was believed to be especially important, even irreplaceable for children's well-being. **Bianchi et al. (2006)** conducted a study on time spend by parents on the various activities with their offspring. Findings revealed that employed mothers spend slightly less time with their children than unemployed mothers and fathers of these same children did not significantly differ in the amount of time spend with their children. On the other hand, fathers with some post- secondary education were spend more time on weekdays with children on achievement-oriented activities and more on social related activities **(Yeung et al., 2001).** More specifically, fathers with higher levels of education were more likely to help their children with homework and reading assignments as well as had one-on-one conversations with them **(Marsiglio 1991).**

Foster and Kreisler (2012) explored that full-time employed wives were spend less time to provide childcare than part-time employed wives and wives not employed for pay. On the other hand, fathers were less likely to engage in childcare on weekdays than mothers did. **Guryan (2006)** used data from the recent American Time Use Survey (ATUS) to examine the parental time allocated to the care of their children. Results highlighted that higher educated parents were spend more time (roughly 4.5 hours per week) to basic care, educational, recreational and travel related care with their children than mothers with a high school degree or less.

Adhvarya and Nyshadham (2014) found that college educated parents invested more time in their children as compared to non-college educated parents. On the basis of similar theoretical framework, **Ramey and Ramey (2010)** focused on the parental time spent with children in interactive activities and explored that interactive activities such as reading, playing, and talking, all of which were directly promote development of a child's human capital in early years. **Price (2008)** found evidence that parental time plays an important role in child outcomes

since first born children received more parental time inputs while the second born child experienced a higher level of family income at each age.

To find out the relationships between parental involvement and academic achievement of children, **Singh and Singh (2013)** interviewed conducted a study on 120 students for ten Hindi Medium Primary Schools situated in rural area of Hapur Block. Results revealed that students whose parents were involved in educational process showed a better academic achievement. This study also found a positive relationship between parental involvement and academic achievement in the form of time spends in helping the children in completing homework or participating in extracurricular activities.

To explore the relationship between parental involvement and education on various indicators of children's academic performance, **Ceballo et al. (2014)** examined 223 adolescents of low-income Latino families. Results indicated that three types of parental involvement such as gift/sacrifice, future discussion/ academic socialization and school involvement had significant positive association with academic outcomes. Moreover, researcher found that the positive relations between parental involvement and academic outcomes were stronger for immigrant youth and for those with higher endorsements of the Latino cultural value of respect. **Lundberg et al. (2007)** used data from American Time Use Survey (ATUS) and PSID Child Development Supplement to examine the parental time allocation and investments on sons and daughters aged 0 to 17 years in the United States. Findings revealed that fathers were spend more time with sons than daughters, while mothers devoted roughly equal amounts of time to boys and girls. Furthermore, boys received significantly more parental time than girls. **Jeynes (2007)** determined the influence of parental time on the educational outcomes of urban secondary school children. Results indicated significantly positive effect of parental involvement on secondary school children. Moreover, parental involvement as a whole affects all the academic variables and children's academic performances.

3.2 Parental Monetary Investment on Adolescents:

Kornrich and Furstenberg (2012) used data from the Consumer Expenditure survey and examined the changes in spending on children to capture trend in parental investment from

1972 to 2007. Researcher examined three primary categories of monetary investment including spending on child care, education and other miscellaneous goods and services for children. Finding of the study revealed that parents were investing more heavily in their children now than in the past. It was also found that parents were also shifted from heavier investment in boys to heavier investment in girls.

According to **(Duncan & Magnuson, 2005)** parents were demonstrating a substantial willingness to spend in order to better their children circumstances. These results highlighted that parents were having fewer children and through a range of activities like spending time with their children and choosing activities that impart cultural capital were investing more intensively in the children. **Schor (2004)** stated that parents invested in children's future by spending on child care and education. According to **Danziger and Rouse (2007)** reported that parents in all strata provided about 10 percent of their annual income to children.

To find out the child-oriented expenditures **Bianchi et el. (2006)** examined the Consumer Expenditure Survey (CES) and results from the expenditure showed that children under the care of adults with higher incomes, more education and greater financial assets received benefit from higher levels of spending on their needs, net of race/ethnicity, family structure, age and number of children. **Omori (2012)** said that parents allocated a significant amount of resources to their children, strongly affected the children's well-being. Researcher stated that children from higher income households received more resources from their parents and were more likely to attend art, music, dance, computer classes and language outside of school than children from lower income households. Further, children in higher income households received more financial support from their parents and take out smaller amount of loans for college than children from lower income households. There was a strong relationship between food expenditures and child well-being, as well as between the housing arrangement of families and child well-being. Food expenditures were directly related to food security **(Nord et al., 2010).**

United State Development of Agriculture USDA (2011- 2015) reported that as a percentage of total spending, parents allocated 27%, of the family's spending to one child, 40%

for two children and 47% for three children. However, in 2003, **USDA** reported that estimates using the per capita allocation of housing were 26%, 42% and 48% for one, two and three children respectively.

Jonsson and Mills (2001) conducted a study on 1304 children and adolescents in Swedish and examined that about 85% parents had enough time for their adolescents, 10% of children and youth aged 10 to 18 years felt that their mothers had enough time for them. On the other hand, fathers corresponding figure was 15%. The children considered fathers to be absent significantly more often than mothers.

To find out the child- rearing expenditure pattern on a child from birth through age 17, **Lino (2015)** used data from the Consumer Expenditure Survey: 2011-2013.Findings of the study revealed that middle income families spend 29%, 18%, 15%, 06%, 09%, 16%, and 07% on housing, food, transportation, clothing, health care, child care and miscellaneous respectively. Study also explored that annual expenditure on children generally increased with the age of the child. **Batten (2013)** conducted a research on spending pattern of parents and identifying differences in the amount of money that parents spend on their children. Researcher used secondary data from Consumer Expenditure Survey: Dairy Survey from 2008 through 2010. Finding of the study explored that parents in one-child households spend money on apparel, education and medical expenses for daughters that for sons, while these results were not found in two child households.

3.3 Adolescent's Wellbeing:

Hasumi et al. (2012) examined the association between parental involvement and mental well-being among the 6721 school going adolescents aged 13 to 15 years who participated in India's nationally representative Global School-based student Health Survey (GSHS) in 2007. Results highlighted that parental involvement including homework checking, parental understanding of their children's problems and parental knowledge of their children's free time activities were reported by adolescents to decrease with age, while poor mental health including loneliness, insomnia due to anxiety, sadness and hopelessness increased with age. Therefore the study found that parental involvement was an important factor for positive mental

health for both boys and girls. Researcher suggested that healthcare providers should encourage parents to be actively involved in their children's lives.

Shaheen et al. (2014) showed that adolescent's loneliness was significantly negatively related to well-being which indicated that presence of high level of loneliness among adolescence may lead to decrease their well-being. Researcher also suggested that appropriate programs and intervention strategies were needed to improve the relationship and social network which reduced loneliness and positively influenced the adolescent's well-being.

Singh and Udaniya (2009) investigated the effects of type of family and gender on self-efficacy and well-being of adolescents. One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administrated the measures of self-efficacy and well-being. Findings of the study revealed a significant effect of type of family and gender on self-efficacy. Further, the interaction between type of family and gender was also found to be significant: however neither family type nor gender had significant effect on the measures of adolescent's well-being.

Cripps and Zyromski (2009) stated that the level and type of parental involvement, as perceived by adolescents was correlated with adolescents' psychological well-being. Perceived parental involvement positively or negatively affect adolescent's sense of psychological well-being, especially self –esteem, self -evaluation and peer relationships. **Kirmani et al. (2015)** examined the correlation among hope, resilience and subjective well-being among 98 adolescent girls from one Government University at the Aligarh City and found significance positive relationships among hope, resilience and subjective well-being. The study also highlighted the importance of promoting positive mental health programs using intervention strategies for enhancing hope, resilience and subjective well-being among college going adolescents.

Hasnain and Adlakha (2012) investigated the difference in the level of self-esteem, social maturity and well-being between hundred adolescents with and without siblings studying in 10^{th} and 12^{th} grades from the schools of Delhi and National Capital Region (NCR) of India. Findings of the study showed self-esteem and social maturity was significantly contributed in the well-being of the adolescents without siblings.

Suresh et al. (2013) conducted a study on 14-19 years old adolescents to examined the health related behaviors, health locus of control, self –esteem and resilience. The results indicated that self- esteem, health locus of control and resilience were effective in predicting psychological well-being of adolescents. To analyze the children's well-being **Addabbo et al. (2014)** used capability approach. Therefore, two areas analyzed were the capability of senses, imagination, thought and capability of play activities among 6- 13 years Old Italian children. Results explored that socio-economic, political and geographical factors were most important in determining children's well-being.

Section- IV: An Overview of Proposed Research

4.1 Need of the Study:

The goal of every parent is to raise a happy and well-adjusted child. However, one simple truth is often overlooked that children from birth to adulthood need time and attention from their parents **Fernandez (2012)**. According to **Bradley and Crowyn (2004)** making an investment for the adolescents in their human capital such as skills, education, health and other attainable characteristics that would enable the adolescents to become productive and happy adults. These investments are most often characterized in term of efforts, time and money that the parents spent for their children. In many researches, it is seen that adolescents whose parents are involved in their lives and spend time with them tend to have better academic performance and exhibit fewer behavioral problems and also less likely to engage in violence and substance abuse. It is well known that adolescence is a stage of multidimensional transitions such as biological, psychological and social, adolescents being vulnerable are more susceptible to risks like negative aspects of various media, peer pressure and lack of supervision by parents that may results on poor academic performance, substance abuse and other negative outcomes. Since, there is a great need to spend parental time, attention and monetary investments. Therefore, this study is needed for the following reason:

4.1.1 Parents invest in their children by allocating time and monetary resources to children's skills, health, consumption, and education **(Jeanne et al., 2002).** Parental investment for looking after their children is not a new concept it was present from the evolution of mankind, earlier

their need and importance was fulfilled by our social system which was followed since ages, but the wide spread changes in the society and division of joint living and adoption of nuclear family system the concept of parental investment towards their offspring is gaining ground and time and monetary investments are becoming very vital considerations to almost all parents to healthily nurture the parent-child relationship in any family. Therefore such investments are constantly taking important place and no one can avoid or replace them.

4.1.2 Although there was no direct relationship of adolescent well-being and money, but in the present materialistic world where nothing is found voluntarily or through charity, role of money is becoming prominent day by day. Expenditures on child-specific goods and services are a form of investment in children and as such they are important for children's attainments **(Lino, 2015).** Thus, expenditures on children may be particularly important for the development and overall well-being of them. It has been well documented that parental income influences the children's school success and other outcomes through expenditures on them **(Omori, 2012)**. Moreover, much work has not been done to investigate child-related expenditures and its effect on their well-being.

4.1.3 Adolescents are the future of our society and parents are the ultimate role models for children. According to **Leonard Mayo "**Family is not only the best conveyor but is the producer of values". It is with parents with whom the maximum time is spent by the child up-to adolescent stage. It is also said that the action speaks louder than words, so the action and conduct of the parents influence more to the child as compared to the words of preaching spoken by them. Every word, movement and action of parents contributes in the well-being of with higher velocity than the outside forces. **Mahatma Gandhi** said that there is no school equal to a decent home and no teacher equal to virtuous parent. However, it is reported in some researches that the quality of children's life and future is largely influenced by the quality and quantity of parental time and monetary investment spend by parents on their children. **Hull J.D.** stated that most overwhelming key to child's success is the positive involvement of their parents. Therefore it is vital for parents to focus on their well-being. Since, parental time and

monetary investment is very essential because parental investment may enhance the future outcomes and well-being of the adolescents.

4.1.4 The present study proposes to examine the effect of different volumes of parental time and money on the well-being of the adolescents further the well-being is intended to be studied under six components which are happiness, health and safety, behavior and risk, relationships with family and friends and environment. Whereas during the literature review it was widely found that in general the studies do not address to the quantum of time and money and also are limited to examine their effect on one or few components of well-being.

4.2 Justification of the study:

Investment of time and money by parents is considered to be inevitable and unavoidable for the well-being of adolescents. All mothers and fathers participate in both types of investment for their children and these investments may contribute to the children's better future, safety, security, happiness, improved academic performance, fulfilling children's needs and goals, reducing the behavioral problems on the other hand these outcomes give mental satisfaction to the parents.

Therefore, deep impact of complex mix of parental resources on different components of adolescent's well-being have motivated the researcher to work in this vast and important area of family resource management and draw some constructive conclusions on these sensitive and significant issues present in the society.

4.3 Statement of the problem:

"Effect of Parental Time and Monetary Investment on Adolescent's Well-being"

4.4 Operational Definitions:

Parent: Parent is a mother or father who gives birth to or nurtures and raises a child (Oxford dictionary).
In the present study the term 'Parent' will include biological parents (mother and father) of selected children.

Parental Time Investment: In the present study, parental time investment refers to the time spent by the parents on the care-giving, educational, companionship, social and other activities for their adolescents.

Parental monetary Investment: In the present study, parental monetary investment refers to the expenditure of money by the parents for the needs of their adolescents.

Adolescent: A young person who is developing into an adult or one who is in the state of adolescence.
In the present study, Adolescent refers to the children studying in selected schools between the ages of 13 to 16 years.

Adolescent's Well-being: Adolescent's well-being is defined as one's satisfactory state of being happy, healthy, safe and that can meet the ongoing needs.

4.5 Objectives of the Study:

The main objectives of research are:

1. To identify the pattern of parental time investment on adolescents.
2. To investigate the monetary investment pattern of parents on adolescents.
3. To study the wellbeing of selected adolescents.
4. To study the effect of parental time and monetary investment on adolescent's well-being.

4.6 Methodology:

Research methodology is a way to resolve the research problem methodically and scientifically. It may be implicit as a science of studying how research is done systematically. Therefore, methodology is the catalog of the entire research work. This is a description of the actual procedure to be followed by the researcher with a view to collect data and analyzes them to draw conclusions in the light of aims formulated for present research work.

Research methodology used in the study is presented in the following sections:-

4.6.1 Variables: The variables of the present study are categorized as follows:

- **Independent Variables:** Parental time investment, Parental monetary investment and Demographic Variables including Age (parent), Education, Occupation, Age (child), Gender of child, Order of child, No. of Children, Gender composition of children, Family size, Family type and Annual Income.
- **Dependent Variable:** Adolescent's Well-being.

4.6.2 Locale of the study:

As the researcher resides in Agra, hence Agra city will be conveniently selected as a locale of study.

4.6.3 Research Design:

The proposed research will be exploratory and based on both primary and secondary data. The primary data will be used to analyze the effect of parental time and monetary investment on adolescent's well-being, therefore the primary data will be collected from the adolescents and their parents living in Agra City. Apart from this, the secondary data will be collected from articles, internet, magazines, research papers, journals, books and websites etc.

4.6.4 Sampling Design: The respondents for the study will be selected as per the detailed methods given below:

4.6.4.1 Sampling Technique:

For the selection of the sample, convenient sampling method will be used for the present research work.

4.6.4.2 Size of the sample:

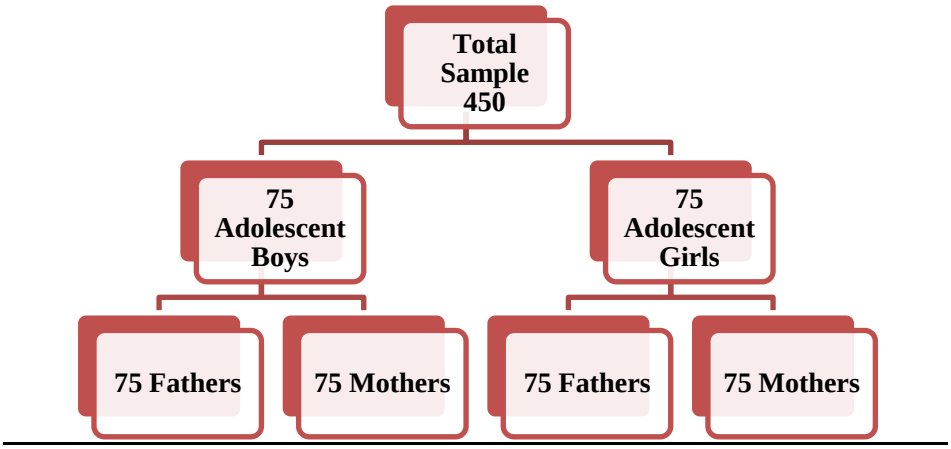


Figure 4.6.3.2: Total size of the sample

4.6.4.3 Stages of Sample selection:

The students of the proposed age will be found in approximately High School and Intermediate Colleges. These schools/colleges are run under any of the three Boards, which are U.P. Board, ICSE and CBSE. The stages of sample selection are presented in following table:

Stage 1	Agra City will be selected for the present study due to the convenience of the researcher.
Stage 2	Out of these three examination boards, researcher will randomly select any one examination board so that uniformity in the results can be maintained as every examination boards have different prescriptions.
Stage 3	The list of schools/colleges under the selected examination Board system will be procured.
Stage 4	Out of the list of schools/colleges the required number of institutions will be randomly selected, which will be at least ten percent of the total.
Stage 5	The permission to conduct the study upon the students will be taken from the administration of the selected institutions.
Stage 6	After taking the permission to conduct the study from the administration of the selected institutions, the list of student's names along with age and contact number will be obtained.
Stage 7	The parents of the students between the age group of 13-16 years (8th -11th standard) will be contacted to obtain their free consent for participation.
Stage 8	From the list of the consented parents the required number of parents will be randomly selected.

Table4.6.4.3: Stages of sample selection

4.6.4.4 Criteria of sample selection:

- Respondents must be a residing in Agra city.
- Adolescents of age group from 13-16 yrs. will be selected for the proposed research so that valid and logical response to the questions could be obtained.
- Only one adolescent of each selected parents will be considered for the present study.
- Only those families will be selected where adolescent lives with their parents (mother and father).
- Parents of special adolescent will not be selected for the proposed study.

4.7 Research Tools:

For conducting the research, self-structured questionnaires will be used to collect the data for proposed study. Objective wise detailed preparation of questionnaires and proposed application of statistical tools are given as follows:

4.7.1 Domains of the Questionnaires:

Assessment and Evaluation Tools				
S. No.	**Objectives**	**Domains of the Tool**	**Tools**	**Statistical Techniques**
1.	Pattern of Parental time investment (for mother and father)	**General Information:** Age (parent), Education, Occupation, Age (child), Gender of child, Order of child, No. of Children, Gender composition of children, Family size, Family type, Annual Income • Care giving activities • Education and Achievement related activities • Companionship activities • Social activities • Other activities	Self-constructed Questionnaire	Weighted Mean
2.	Pattern of monetary investment (for mother and father)	**1.** Food **2.** Clothing expenses **3.** Adolescent care expenses **4.** Education and Coaching fee **5.** Health care expenses **6.** Insurance for Adolescent **7.** Entertainment **8.** Travel and Other expenses	Self-constructed Questionnaire	Weighted Mean
3.	Well-being of the Adolescents (for adolescent boy or girl)	• Self (self-esteem, Resilience and Emotional WB) • Happiness • Health and Safety • Education • Behavior and Risks • Relationships with friends and family • Environment	Self-constructed Questionnaire	Mean, Standard Deviation
4.	Effect of parental time and monetary investment on Adolescent's Well-being	----------	-------	Regression

Table 4.7.1: Details of the Research Tools

4.8 Procedure of Data Collection:

- **Data collection from parents (Mothers and Fathers):**

Parental time and monetary investment will be assessed through a self-constructed questionnaire. This questionnaire will be based on general background information, weekly time spending pattern and monetary expenditure pattern of mothers and fathers on the activities and expenses related to their adolescents.

In the questionnaire, absolute values or code will be filled by the parents as the value/unit of time and money spent on different activities with their adolescent. These absolute values or codes will enable to derive the weighted mean or apply other statistical tools. It is proposed to collect data from the each family (parents) of the selected adolescent in three phases as explained below:-

Data collection Plan for Parents		
S. No.	**Phases**	**Time for data collection**
1.	**1st Data Collection**	First Week of Month during Data Collection
2.	**2nd Data Collection**	Mid-Week of Month with the gap of one month from 1st data collection.
3.	**3rd Data Collection**	Last Week of Month with the gap of one month from 2nd data collection.

Table 4.8: Plan for Data collection

- **Data collection from Adolescents (Boys and Girls):**

Adolescent's Well-being will be assessed through a self- constructed questionnaire, the questionnaire will be prepared under different components of well-being. Thereafter mean and standard deviation will be calculated and regression technique will be employed to see the effect of parental time and monetary investment on adolescent's well-being.

4.9 Statistical Techniques:

The data on parental time investment, parental monetary investment and adolescent's well-being will be coded, tabulated and analyzed by using various statistical techniques. In the present research work, following statistical techniques will be used for the analysis of data:

S. No.	Statistics	Techniques
1.	Descriptive	Percentage, Arithmetic mean, Weighted Mean, Standard Deviation
2.	Inferential	Regression
Note: *Further analysis of data will be determined on the basis of type and nature of data obtained.*		

Table 4.9: Statistical Techniques

4.10 Delimitations of the Study:

- The study will be conducted in Agra city only.
- Schools of only one examination board will be selected for the present study.
- The study will not include adolescent below 13 years of age and those above 16 years of age.

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